

EMBASSY OF THE
UNITED STATES OF AMERICA

Office of Development Affairs
July 28, 1989

Mr. Gideon Sam, Acting Director
Independent Teacher Enrichment Centre
8 Park Avenue
East London
5200

Subject: Independent Teacher Enrichment Centre (ITEC)
Agreement No. 674-0302-G-SS-9041-00

Dear Mr. Sam:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter "USAID") hereby enters into this Agreement with the Independent Teacher Enrichment Centre (hereinafter "ITEC" or "the Recipient"), and obligates the sum of \$150,000 (one hundred fifty thousand U.S. Dollars) to provide support for a program described in Attachment No. 1, entitled "Schedule", and Attachment No. 2, entitled "Program Description", of this Agreement.


This Agreement is effective and obligation is made as of August 1, 1989. The Agreement and obligation shall apply to commitments made by the Recipient in furtherance of program objectives during the period beginning August 1, 1989 and ending July 31, 1992.

This Agreement is entered into with ITEC on condition that the funds will be administered in accordance with the terms and conditions set forth in Attachment 1, "the Schedule", Attachment 2, "Program Description", and Attachment 3, "Standard Provisions". This letter and the three attachments just described, which have been agreed to by your organization, constitute the Agreement.

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Please sign the original and one copy of this letter. Please then return the original to USAID/Pretoria.

Sincerely,



Wendy Stickel
Acting Counselor for Development
Affairs

ACKNOWLEDGED AND ACCEPTED

ITEC



By: Mr. Gideon Sam
Title: Acting Director



By: Mr. Andrew Lowry
Title: Treasurer, Board of Management

Attachments:

1. Schedule
2. Program Description
3. Standard Provisions
4. Ninety Day Advance

Due to exchange rate fluctuations, South African Rands available under any individual item financed under this Agreement may exceed levels budgeted for by ITEC. In such event, ITEC will propose in writing its priority uses of such funds. If USAID is in agreement with ITEC's proposal, the Agreement will be formally amended to provide for the authorized expenditures. However, should changes in the exchange rate result in fewer South African Rands being available than budgeted for, ITEC must finance the shortfall since the U.S. dollar amount prevails.

VI. REPORTING AND EVALUATION

A. Reporting

ITEC will provide a semi-annual report on progress achieved under activities financed by the Agreement. The format for these reports will be mutually agreed upon by the parties at a later date.

B. Evaluation

USAID may, at its discretion, finance an external evaluation of program activities at any time prior to the expiration date of the Agreement. The Recipient agrees to permit such an evaluation and to participate therein if so requested by AID.

VII. OVERHEAD RATE

Not Applicable.

VIII. TITLE OF PROPERTY

Title to all property purchased under this Agreement shall vest in the Recipient in accordance with the terms of Attachment 3, Additional Standard Provision 18, entitled "Title to and Use of Property".

IX. AUTHORIZED GEOGRAPHIC CODE

The authorized geographic code for all procurement with AID funds under the Agreement is the United States and Republic of South Africa, meaning that all goods and services financed by this Agreement shall have, with respect to goods, their source and origin and, with respect to services, their nationality in the United States or the Republic of South Africa.

X. LOCAL COST FINANCING

It is hereby specified that the amount of U.S. dollars authorized to be used for local cost financing is the entire amount obligated under this Agreement.

XI. SPECIAL PROVISIONS

A. Conditions Precedent to Disbursement

1. Review of Accounting Systems: Prior to the disbursement of funds or to the issuance of any commitment documents under the Agreement, the Recipient shall provide, in form and substance satisfactory to USAID, evidence that proper financial management systems for accounting and record keeping exist with respect to funds provided under this Agreement. If requested by USAID, the Recipient agrees to allow USAID to conduct a financial review to confirm that proper financial management systems exist.
2. Participating Teacher Strategy: Prior to the disbursement of funds or to the issuance of any commitment documents under the Agreement, the Recipient shall provide, in form and substance satisfactory to USAID, a strategy for selecting or recruiting teachers to attend the program as well as a strategy for sharing costs of the science kits with recipient schools.
3. Travel Policy: Prior to the disbursement of funds under the local transportation line-item, ITEC shall provide, in form and substance satisfactory to USAID, its official travel reimbursement policy.

B. Covenants

1. Procurement

- (a) Scope. This provision is applicable to the extent that local cost financing is otherwise authorized by the Agreement. It does not require procurement in South Africa where off-shore procurement could otherwise occur.
- (b) Policy. In the procurement of goods and services in South Africa, the Recipient shall, to the maximum extent practicable, award contracts to individuals or organizations which are disadvantaged by apartheid and which are responsive and appropriate providers of goods and services.

(c) Definitions. Individuals and organizations disadvantaged by apartheid shall mean (1) South African individuals of black, "colored" or Asian descent whose principal place of business is in the Republic of South Africa; and (2) private partnerships or commercial firms which are incorporated in or organized under the laws of the Republic of South Africa, whose principal place of business is in the Republic of South Africa, and which are more than 50 percent beneficially owned by South African persons of black, "colored" or Asian descent. The Republic of South Africa includes the so-called "independent" and "self-governing" homelands and, for the purposes of implementing this provision, Namibia.

2. Except as provided in Section B.1. above, all procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, free and open competition.

3. ITEC shall continue efforts to identify a variety of funding organizations and to avoid, wherever possible, dependence on any one organization for funding.

4. Under the co-financing of the school science kits, ITEC will accept only funds raised by the community for this purpose. These funds shall not come from the Government of South Africa or the governments of the "independent homelands" of the Ciskei or Transkei.

5. ITEC salary levels will continue to be established by ITEC's Board of Management in accordance with comparable positions in similar non-profit, community-based organizations.

XII. STANDARD PROVISIONS

The Standard Provisions applicable to this Agreement are contained in Attachment 3, Standard Provisions.

ATTACHMENT 2

PROGRAM DESCRIPTION

I. SUMMARY

This Agreement allows the Independent Teachers' Enrichment Center (ITEC) to expand its outreach and resource capacities into the field of science education. Funds under this Agreement will be utilized to provide science enrichment and methodology courses and follow-up visits to the teachers. In addition, equipment and educational materials will be available for teachers at ITEC's resource center. Science kits developed by the Urban Foundation, the Shell Science Project and the Science Education Project will be provided to participating schools at a nominal cost.

II. BACKGROUND

A. Educational Support and Training Project

This Agreement is financed under USAID's Educational Support and Training Project (ESAT). The purpose of ESAT is to support indigenous, nongovernmental initiatives which demonstrate improved models for basic education for disadvantaged South Africans and confront the waste of human resources victimized by the apartheid education system. Based on extensive consultations with educationists, community leaders, parents, students, and non-governmental organizations, priority is given to projects which: help disadvantaged South Africans cope with and overcome the inadequacies of apartheid education; are nonracial yet affirm black culture and history; promote community involvement in education; or provide a foundation for nonracial education in a post-apartheid South Africa.

B. Independent Teacher Enrichment Centre

The Eastern Cape was one of the hardest hit areas during the 1984-86 school riots and burnings. In the townships surrounding East London, the majority of school structures were destroyed. To keep the teachers occupied during this period the Department of Education and Training (DET) rented a large warehouse and told the teachers to "upgrade themselves". After several months of inactivity the teachers approached a few respected educationists in the community and asked for help. They responded positively and helped organize courses and other resources for the teachers. This experience became the genesis of ITEC. Local donors were recruited for start-up costs and to purchase a building located at the "crossroads" of the black communities in East London. In 1987, ITEC formally opened its doors.

ITEC's primary goal is to assist teachers to address and overcome barriers placed by an apartheid education system. The undergirding philosophy is as teachers overcome problems and issues they will be empowered and in turn empower their students. An important component of all their programs are the formation of support groups.

Thus, one of the major programs facilitated by ITEC is the Principals' Forum. It brings together primary school principals of all races to collectively address common issues. Other projects stress management skills for school administrators and clerks. To ensure resources are not wasted and complement each other, ITEC also coordinates closely with TOPS, READ and other programs.

III. PROBLEM

South African educationists, community and business leaders have identified improved educational opportunities as critical in confronting apartheid structures throughout society and enabling black participation in a nonracial, democratic South Africa. For full participation to take place and to fulfill long-term manpower needs, teacher upgrading has been identified as a priority strategy.

Qualifications of disadvantaged teachers lag far behind necessary minimums, both in terms of academic credentials as well as training in application of creative methodologies. This lag is nowhere more prominent than in the science instructors. The poor quality of science teaching in black schools is identified as the main contributor to the negative attitudes toward science found among black pupils. This attitude leads them away from "hard" to "soft" subject choices, thereby depriving the country of a much needed technological foundation on which future manpower development could be based.

Even if the teachers were properly trained, few have adequate materials to conduct hands-on experiments which are necessary for an adequate technological base. Providing these basic materials is normally considered the dominion of the State, yet the South African Government, which places the education of blacks on the lowest rung of the budgetary ladder, seldom provides these resources. While communities and schools are capable of raising funds, it is seldom a sufficient amount. Thus, ITEC's program, which stresses self-sufficiency as a means of empowering the community, will provide these materials at a subsidized price.

While both the lack of teacher training and inadequate materials are an accurate picture of education throughout the country, rural communities, who have the least access to modern teaching facilities, are even more disadvantaged. Therefore a program such as ITEC, which emphasizes outreach to these communities, is welcomed.

IV. PURPOSE

The purpose of this Agreement is assist the Independent Teachers' Enrichment Center to address problems experienced by primary and secondary school teachers in the rural and urban areas of the Border, Ciskei and Transkei regions.

V. PROGRAM DESCRIPTION

This Agreement finances a science teacher enrichment program situated in East London and impacting on teachers in the Border, Ciskei and Transkei regions. While the three major alternative science programs, the Urban Foundation Science Project (covering all primary levels), the Science Education Project (Standards 6, 7 and 8) and the Shell Science Project, have conducted infrequent courses at ITEC, the participating science teachers who belong to newly formed Regional Science Teacher Associations argue that this is insufficient. They need follow-up visits, further workshops, and materials to implement the programs in the classroom. However, these projects do not have the capacity or the funds to expand fully into the Border region. ITEC, which has identified science education as a priority focus, has chosen to address this problem through this Agreement.

With the cooperation of the three projects, ITEC will be responsible for coordinating and administering an integrated sub-A to Standard 10 science upgrading program. SEP, the Urban Foundation and the Shell project will continue to provide occasional personnel to assist with teacher training and to keep ITEC abreast of any new developments, but ITEC will be responsible for the majority of training, and all follow-up activities. ITEC will order the school kits and booklets directly from the manufacturers and publishers and provide them to the schools on a cost sharing basis.

The program has two areas of focus: (1) outreach program of a series of seminars, workshops, conferences, and follow-up activities for each of the three regions, aimed at disadvantaged science teachers; and (2) provision of educational materials which include experiment kits, workbooks and other necessary equipment. It is a condition precedent to expenditure that ITEC submit strategies for recruiting teachers into the program and their cost sharing approach to provision of materials.

Expenditure under this Agreement can be broken into the following categories:

A. Salaries

1. Science Coordinator: Illustratively, this individual will: 1) coordinate and manage the courses offered at ITEC by personnel from SEP, Urban Foundation Science

Project, and Shell Science Project and other projects; 2) be responsible for extensive follow-up visits and workshops with participating schools and science associations; and 3) supervise the Science Assistant and the provision of educational materials to the schools.

2. Science Assistant: Illustratively, this individual will: 1) be responsible for identifying with teachers the needed science equipment; 2) procure the equipment and ensure participating schools pay a share of the costs; and 3) supervise the science lab at ITEC's central offices.

B. Local Transportation: In order to carry out the above job descriptions, it will be necessary for the Coordinator and Assistant to travel extensively. A vehicle is not an eligible expenditure under this Agreement, however, this fund will be used to reimburse official travel costs in the Coordinator and Assistants' personal vehicles. This allowance will be based on the official ITEC travel policy which USAID will approve prior to expenditure on transportation.

C. Science Resource Center: This Agreement provides funds for a laboratory at the ITEC Center. It also provides for written and other educational resources which will be available to teachers under a lending system.

D. School Educational Materials: Participating schools, after their teachers have had training, will be eligible to purchase science equipment and workbooks at a moderate cost. Schools will raise funds for this purpose through their local community. In no case will South African Government or the "Independent Homeland" funds be eligible for this use.

VI. OUTPUT

Illustratively, at least 20 high schools (averaging 850 students) and 20 primary schools (averaging 550 pupils) will benefit from this program. At a disaggregated level, at least 450 teachers will be trained and will become active participants in Regional Science Associations. These associations will provide teachers with a forum to exchange ideas, express mutual concerns and build common strategies for solving problems.

VII. FINANCIAL PLAN

The following detailed budgets are provided in support of the Agreement budget in Attachment 1, Section V. All commitments under the Agreement are expected to be completed by July 31, 1992. As indicated in the "Schedule", the U.S. Dollar obligation, not the illustrative South African Rand budget, is the binding commitment under this Agreement.

Table 2
Illustrative Financial Plan
US \$

LINE ITEMS	Yr. 1	Yr. 2	Yr. 3	TOTAL
1. SALARIES				
a. Sci. Coordinator	28,800	32,200	36,100	97,100
b. Tech. Assistant	21,500	24,100	27,000	72,600
2. LOCAL TRANSPORTATION	7,000	8,050	9,250	24,300
3. ENRICHMENT RESOURCES				
a. Equipment	10,000	7,000	5,000	22,000
b. School Equipment	38,000	58,000	78,000	174,000
TOTAL	105,300	129,350	155,350	390,000

Table 3
Illustrative Financial Plan
South African Rands
(R2.60 = \$1)

LINE ITEMS	Yr. 1	Yr. 2	Yr. 3	TOTAL
1. SALARIES				
a. Sci. Coordinator	\$11,077	\$12,385	\$13,885	\$37,346
b. Tech. Assistant	\$8,269	\$9,269	\$10,385	\$27,923
2. LOCAL TRANSPORTATION	\$2,692	\$3,096	\$3,558	\$9,346
3. ENRICHMENT RESOURCES				
a. Equipment	\$3,846	\$2,692	\$1,923	\$8,462
b. School Equipment	\$14,615	\$22,308	\$30,000	\$66,923
TOTAL	\$40,500	\$49,750	\$59,750	\$150,000

Attachment 4

Basis for Ninety-Day Advance
South African Rands

Independent Teacher Enrichment Center (ITEC)
Agreement 674-0302-G-SS-9041-00

ITEC's first year Agreement recurrent budget is R57,300 or approximately R4,775 per month, thus R14,325 is required as the 90 day advance. Upon formal written request from ITEC an advance will be available for the non-recurrent expenditures on educational materials.